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ABSTRACT

Employers of the students that graduated from the Community College of Baltimore (CCB) in 1978 were surveyed during the spring and summer of 1979 to determine: (1) the usefulness of the two-year associate degree in obtaining work: (2) the adequacy of job skill training provided at CCB: (3) the willingness of employers to hire other CCB graduates: (4) the additional skills or knowledge that employers felt that graduates should have: and (5) the willingness of employers to share expertise with faculty. Employers' names and addresses were requested from the 908 graduates: 482 students replied. Only those who were employed full-time, had jobs related to their fields of study, and who gave permission to contact their employers were selected for the survey. Of the 176 eligible employers, 142 replied. Survey results showed that 29% of the employers required an associate degree (A.A.), while 45% gave preference to A.A. holders. The majority (94%) considered CCB graduates "adequate or more than adequate" in the performance of job duties, and 79% indicated that graduates had "good or very good" technical skills. Over 94% were willing to hire other CCB graduates, and 85% indicated a willingness to share expertise with the college. The survey report compares data by program area and CCB results with results obtained by other Maryland colleges that conducted the same survey. (JP)

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EMPLOYER EVALUATIONS OF THE PROFESSIONAL COMPETENCIES OF C.C.B.'S FY 1978 GRADUATES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Office of Institutional Research

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MAJOR FINDINGS

During the Spring and Summer of 1979, the College's Office of Institutional Research conducted a study of the employers of 1978 C.C.B. graduates. The Community College of Baltimore participated in this study along with the other Maryland public community colleges. The study was coordinated through the Maryland State Board for Community Colleges with questionnaire construction and procedural recommendations supplied by the Maryland Community College Research Group. The purpose of the study was to determine if an Associate in Arts degree was required for employment and how adequately the community college prepared the 1978 graduates for employment in some specific job skills and areas of knowledge, as well as overall rating of the employee and a comparison between the graduate and his/her co-workers who do not have an Associate in Arts degree or Certificate.

1. The majority of the graduates (55%) began their employment prior to or while attending C.C.B.

2. Twenty-nine percent of the employers indicated that an A.A. degree was required for employment and an additional 45% of them replied that preference was given to such graduates.

3. In rating C.C.B. graduates on performance of job skills, 94% were considered to be "adequate or more than adequate" by their employers.

4. Over 95% of the graduates were reported to be familiar with job "test and laboratory equipment."

5. Learning new techniques on the job received a positive rating from 98% of the employers.

6. Ability to communicate with superiors and to work well with other workers was considered to be "adequate or more than adequate" for 96% of C.C.B. graduates.

7. In rating the technical knowledge of C.C.B. graduates, the employers marked the greatest number of them "good or very good" (79%) and only 3% were marked "poor."

8. Eighty percent of C.C.B.'s employed graduates were rated "good or very good" while 17% were rated "neutral" and only 3% rated "poor or very poor" in their overall vocational training in relation to the requirements of their jobs.

9. When C.C.B. employees were compared with co-workers, 80% were rated "better prepared", 6.6% were rated "less prepared" and 13% were rated as equally prepared.

10. Over 94% of the responding employers replied that they would hire another C.C.B. graduate.

11. Eighty-five percent of the employers indicated that they would be willing to share their expertise with the College staff.

12. Demographic characteristics of race and sex for C.C.B. employed graduates vary greatly from those of the state-wide graduates.

13. Employers' ratings of C.C.B. graduates in all areas compared favorably with employer ratings statewide.

MAJOR RECOMMENDATIONS

1. This report provided Community College of Baltimore with the opportunity to see itself through the eyes of a set of employers of its 1978 graduates. A similar study should be made in two to three years.

2. The next study should compare the ratings of C.C.B. graduates, who were employed prior to college attendance, with those employed after graduation.

3. The curricula coordinators should review the tabulations for all the specific areas (even in view of the stated limitations of this study), to see if they can gain some useful impressions.

4. Individual curricula should address the open-ended comments, Questions F and G. (See Appendix D and E).

5. Public relations and recruitment personnel in the Office of Planning and Development should make use of the findings for public relations activities.

6. Coordinators of curricula should accept the offer of employers willing to share their expertise with the College staff.

Employer Evaluations Of The Professional Competencies Of C.C.B.'s FY 1978 Graduates

INTRODUCTION

During the Spring and Summer of 1979, the College's Office of Institutional Research conducted a study of the employers of 1978 C.C.B. graduates. The Community College of Baltimore participated in this study along with the other public community colleges in the State of Maryland. The study was coordinated through the Maryland State Board for Community Colleges with questionnaire construction and procedural recommendations supplied by the Maryland Community College Research Group.

OBJECTIVES OF THE STUDY

For statewide purposes and for value to each of the separate public community colleges on an individual campus basis (except for C.C.B. where both campuses are combined to be considered as one college), the following were the objectives of the study:

(1) To determine if a two-year associate degree is required for the jobs held by the 1978 community college graduates.

(2) To determine how adequately the community college prepared the 1978 graduates for employment in some specific job skills and areas of knowledge as well as overall rating of the employee and a comparison between the graduate and his/her co-workers who do not have an Associate in Arts Degree or Certificate.

(3) To determine if employers would employ another graduate from the community college who had a degree or certificate in the same area as their current employee(s).

(4) To determine any additional skills or areas of knowledge that employers felt an associate in arts or certificate graduate should have.

(5) To determine if employers would be willing to share their expertise and be contacted by the community college faculty.

POPULATION

The only way that the Community College of Baltimore has of obtaining the names of its graduates' employers is through information that the graduates themselves supply to the College. The population of this statewide study included all 1978 graduates (Associate in Arts Degrees and Certificates) of the public community colleges in Maryland.

C.C.B. surveyed its 1978 graduate population of 908 students in the Spring of 1979. After a third "reminder" mailing, 482 of the 855 graduates (53 questionnaires were discarded because they were undeliverable or incomplete) returned their completed

questionnaires to the College. This represents a 56.4% response rate for the Community College of Baltimore. Statewide, the response rate was 60%.

The employer population was drawn from information supplied by these respondents. Conditions were established to determine the composition of the employer population to be surveyed. Each of the 482 questionnaires received by C.C.B. to the graduate survey was checked for three criteria. Only if all criteria were indicated on the graduate's questionnaire was that student's employer included in the population for this study. The three criteria were:

(1) The 1978 graduate must have indicated that he/she was employed full-time.

(2) The 1978 graduate must have indicated that he/she was employed in a field related to his/her program of study.

(3) The 1978 graduate must have given the College permission to contact his/her employer.

After the completion of the criterion check of the 482 graduate questionnaires, a total of 176 questionnaires were considered as being eligible for inclusion in the Employer Survey.

SURVEY INSTRUMENT

The questionnaire that was utilized for the survey was developed by the Maryland Community College Research Group in cooperation with the Maryland State Board for Community Colleges. (Appendix A). The survey items correspond directly with the established objective of the survey. In addition, it should be noted that this questionnaire was constructed for the purpose of obtaining necessary data for the Maryland State Board for Community Colleges' Program Data Monitoring System and to satisfy Federal data requirements of the Department of Vocational-Technical (D.V.T.E.).

PROCEDURES

In Spring, 1979, all 176 employers were sent an Employer Questionnaire (Appendix A) accompanied by a cover letter (see Appendix B) and a self-addressed, stamped envelope. A second and third "request" mailing were sent to all non-respondents of the first and second mailings, respectively. (Appendix C).

Ultimately, 142 questionnaires were returned, representing a response rate of 81% for C.C.B. overall. However, that response included both graduates from career and transfer curricula. There were 142 eligible employers of graduates from career curricula and of that number 110 (77.5%) responses were received. The response rate for career graduates statewide was 82%. The names and addresses of the employers of 142 respondents are listed in Appendix F.

TABLE I

RESPONSE RATE FOR EMPLOYER STUDY OF 1978 GRADUATES

Eligible Employers Surveyed	Employer Responses	
	No.	%
176	142	80.7

The response rate for individual curricula is also provided and varies from 0% to 100%. The rates will be examined later in the report. The following curricula, which had graduate respondent(s), did not have any eligible employers to be surveyed: - Biological and Physical Sciences (6), Engineering (4), Radio/TV (2), Restaurant, Hotel/Motel (2), Fashion Design (4), Interior Design (3), Piano Technician (3), Commercial Art (4), Drafting (4), Recreation (4). Also Medical Laboratory and Mechanical Technology did not have any graduate responses at all. (Table II).

REPRESENTATIVENESS

The representativeness of this study was determined by comparing some demographic characteristics of the total 1978 graduate population and the graduate survey respondents with the graduates in the employer respondent group. (Table III). This comparison shows similarity among all three groups in both race and sex categories. These similarities combined with a response rate of 81% indicates that the responses should be representative of the employer population. However, the replies for a single curriculum may not be representative of that curriculum's population if the responses for that curriculum produced a low percentage of returns. Conversely, where a high percentage of a curriculum's population replied, the representativeness should be high.

TABLE III

A Comparison Of Total Population, Survey, and Employer Respondents By Race and Sex

	% Total Graduate Population N = 908	% Graduate Respondents n^1 = 482	% Graduates in Employer Respondent Group n^2 = 142
RACE			
Black	66.5	63.2	61.3
White	28.4	31.5	35.0
Other	5.1	5.3	3.7
	100.0	100.0	100.0
SEX			
Male	37.6	37.8	43.7
Female	62.4	62.2	56.3
	100.0	100.0	100.0

N = Number of total graduates n^1 = Number of responding graduates

n^2 = Number of responding employers

TABLE II

FREQUENCY OF RESPONSE BY CURRICULUM

CURRICULUM (1)	Graduates #	Graduates %	Graduate Respondents #	Graduate Respondents %	Eligible Employers #	Eligible Employers % (5)	Employer Respondents #	Employer Respondents % (6)	Obtained Job: Before C.C.B. #	Obtained Job: While at C.C.B. #	Obtained Job: After Graduation #
ARTS & SCI (2)	34	3.7	19	3.9	6	17.6	4	66.7			
BIO & PHYS (3)	10	1.1	6	1.2	-0-	-0-	-0-	-0-			
HUM & SOC (4)	10	1.1	4	.8	1	10.0	1	100.0			
GEN STUD	206	22.7	100	21.0	23	11.2	19	82.6	8	4	6
T EDUC	12	1.3	7	1.5	2	16.7	2	100.0	1		1
BUS AD	13	1.4	6	1.2	6	46.0	2	33.3		1	1
ACCTG	10	1.1	3	.6	2	20.0	2	100.0	1	1	
BANKING	3	.3	3	.6	1	33.3	1	100.0			1
BUSINESS	63	6.9	35	7.3	16	25.4	16	100.0	7	2	8
SECR SCI	10	1.1	6	1.2	2	20.0	2	100.0			2
COMP PRO	21	2.3	9	1.9	3	14.3	3	100.0			3
DEN ASST	5	.6	1	.2	1	20.0	1	100.0			1
DEN HYG	35	3.8	24	5.0	7	20.0	5	71.4	1		4
DEN LAB	9	1.0	5	1.1	5	55.6	4	80.0			3
NURSING	54	5.9	25	5.2	12	22.2	11	92.0	2	3	6
OCC THER	11	1.2	5	1.1	5	45.5	4	80.0			4
SURG	2	.2	2	.4	1	50.0	1	100.0			1
MED REC	11	1.2	6	1.2	3	27.3	3	100.0	1	1	1
INH THER	15	1.7	10	2.1	6	40.0	5	83.3		5	
PSYCH	38	4.2	19	3.9	10	26.3	6	60.0	3		3
COMMUN	4	.4	2	.4	-0-	-0-	-0-	-0-			
PHY THER	15	1.6	12	2.5	6	40.0	6	100.0	1		5
FASHION	7	.8	4	.8	-0-	-0-	-0-	-0-			
INT DES	7	.8	3	.6	-0-	-0-	-0-	-0-			
ELECTR	13	1.4	7	1.5	5	38.4	5	100.0	2		3
CONSTR	5	.6	4	.8	2	40.0	1	50.0		1	
FOOD SER	9	1.0	5	1.6	2	22.2	2	100.0	1		1
FOOD ADM	5	.6	2	.4	-0-	-0-	-0-	-0-			
OCEANOG	2	.2	2	.4	1	50.0	-0-	-0-			
URBAN DEV	1	.1	1	.2	1	100.0	1	100.0	1		
GOV SERV	15	1.7	7	1.5	2	13.3	1	50.0	1		
E CHILD	32	3.5	17	3.5	5	15.6	2	40.0	1		1
SPEC ED	7	.8	2	.4	1	14.3	1	100.0			1
LAW ENF	57	6.3	33	6.9	20	35.1	13	65.0	9	2	1
PIANO TECH	7	.8	3	.6	-0-	-0-	-0-	-0-			
RECR	10	1.1	4	.8	-0-	-0-	-0-	-0-			
HUM SERV	69	7.6	40	8.3	8	11.6	7	87.5	2	3	2
FIRE SCI	10	1.1	9	1.9	6	60.0	6	100.0	6		
LEGAL A	6	.7	5	1.1	2	33.3	1	50.0	1		
GERONT	29	3.2	12	2.5	3	10.3	3	100.0	2		
MED LAB	3	.3	-0-	-0-	-0-	-0-	-0-	-0-			
MECH TECH	1	.1	-0-	-0-	-0-	-0-	-0-	-0-			
EGR	5	.6	4	.8	-0-	-0-	-0-	-0-			
DRAFTING	6	.7	4	.8	-0-	-0-	-0-	-0-			
APPL ART	11	1.2	4	.8	-0-	-0-	-0-	-0-			
TOTALS	908	100.0	482	100.0	176	19.4	142	80.7	51 (38)	23 (12)	59 (45)

NOTE: Notation (1),(2),(3),(4) apply throughout the entire report.

(1) A.A. Degree and Certificate programs have been combined in the curricula. (2) Includes Pre-Law.
(3) Includes Medical Technology, Pre-Pharmacy, Marine Biology, and Computer Science (Transfer).
(4) Includes Music, Art & Music Education, Speech/Drama, and Criminal Justice.
(5) % of graduates who met conditions for surveying employers.
(6) % of surveyed employers who responded.

LIMITATIONS OF THE SURVEY

Even though the responses should be representative of the population, there are important limitations to this survey. In some instances, generalizations will be made from a very limited number of responses which could result in a biased conclusion. Although, in the overall, the biases may negate each other, in a particular curriculum the bias may prevail. Another limitation of the survey is caused by the fact that 38% of the employer respondents had employed the C.C.B. graduate before he/she had entered C.C.B. and another 17% of the employers hired the C.C.B. graduates prior to their graduation. Only 45% of the employer respondents hired the C.C.B. graduates subsequent to their graduation. (See Table II). This situation causes a somewhat "fuzzy" population of graduates in which those who were hired after graduation are being included with those hired prior to or while attending C.C.B.

SURVEY RESULTS

Is Associate Degree Required for Employment?

One hundred and thirty of the 142 employer respondents replied to the question: "For the job held by the community college graduate you supervise, is a two-year associate degree required?" Twenty-nine percent said "Yes", 45% said "No", but preference is given to holders of an associate degree, while 26% replied "No", and no preference is given. (Table IV-Section A). All of the employers of graduates who responded in the following curricula reported that the A.A. Degree was required for the job that the C.C.B. graduate held: - Accounting, Dental Hygiene, Occupational Therapy Assistant, Physical Therapy Assistant, Medical Records, and Urban Development. Conversely, all employers in Dental Assistant and Fire Science Technology programs who responded, indicated that an A.A. Degree was not required nor was any preference given to holders of the degree. Responding employers in eight curricula reported that while the A.A. Degree was not required for the job, preference was given to holders of the A.A. Degree in Banking and Finance, Dental Laboratory Technology, Secretarial Sciences, Operating Room Technology, Government Service, Construction Technology, Legal Assistant, and Gerontology. Responding employers indicated that for 74% of the employed graduates, the A.A. Degree was required or that preference was given to such degree holders.

Performance of Job Skills

Employers were requested to rate the initial job skills of the C.C.B. graduates in their employ. Table IV - Section B indicates that of the 128 employer responses, only 6% were rated "Inadequate" while 44% and 50% were rated "more than adequate" or "adequate" respectively for a total of 94% in the two categories.

Familiarity with Tests and Laboratory Equipment

According to Table IV, Section C, only 86 employer responses were received to the request for evaluating C.C.B. graduates on their familiarity with any test or laboratory equipment required by the job. The low employer response is probably caused by the fact that many of the jobs do not depend upon "test or laboratory equipment." Nevertheless, only four persons were considered to be "Inadequate" while over 95% of the graduates were rated "adequate or more than adequate."

TABLE IV - PAGE 1

JOB REQUIREMENTS AND SPECIFIC PROFESSIONAL COMPETENCIES

CURRICULUM (1)	Employer Responses #	SECTION A: A.A. Degree Required — Yes #	Yes %	Prefence Given #	Prefence Given %	No Preference #	No Preference %	SECTION B: Performance of Job Skills — More Than Adequate #	More Than Adequate %	Ade-quate #	Ade-quate %	Inade-quate #	Inade-quate %	SECTION C: Familiarity With Equipment — More Than Adequate #	More Than Adequate %	Ade-quate #	Ade-quate %	Inade-quate #	Inade-quate %
ARTS & SCI (2)	4	1	25.0	3	75.0	0	0	0	0	3	75.0	1	25.0	0	0	2	66.7	1	33.3
BIO & PHYS (3)	0																		
HUM & SOC (4)	1	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0	1	100.0	0	0
GEN STUD	19	2	11.8	9	52.9	6	35.3	5	29.4	10	58.8	2	11.8	3	27.3	7	63.6	1	9.1
T EDUC	2	1	50.0	1	50.0	0	0	0	0	2	100.0	0	0	0	0	1	100.0	0	0
BUS AD	2	0	0	1	50.0	1	50.0	0	0	1	50.0	1	50.0	0	0	1	100.0	0	0
ACCTG	2	2	100.0	0	0	0	0	1	50.0	1	50.0	0	0	1	100.0	0	0	0	0
BANKING	1	0	0	1	100.0	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0
BUSINESS	16	0	0	9	60.0	6	40.0	8	57.1	6	42.9	0	0	1	11.1	8	88.9	0	0
SECR SCI	2	0	0	2	100.0	0	0	2	100.0	0	0	0	0	0	0	0	0	0	0
COMP PRO	3	1	33.3	2	66.7	0	0	1	33.3	2	66.7	0	0	0	0	1	100.0	0	0
DEN ASST	1	0	0	0	0	1	100.0	1	100.0	0	0	0	0	0	0	1	100.0	0	0
DEN HYG	5	5	100.0	0	0	0	0	2	40.0	3	60.0	0	0	1	25.0	3	75.0	0	0
DEN LAB	4	0	0	4	100.0	0	0	0	0	3	75.0	1	25.0	0	0	4	100.0	0	0
NURSING	11	6	66.7	0	0	3	33.3	6	66.7	2	22.2	1	11.1	5	66.7	2	22.2	1	11.1
OCC THER	4	3	75.0	0	0	1	25.0	3	75.0	1	25.0	0	0	0	0	3	100.0	0	0
SURG	1	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0	1	100.0	0	0
MED REC	3	2	100.0	0	0	0	0	1	33.3	2	66.7	0	0	1	100.0	0	0	0	0
INH THER	5	3	60.0	2	40.0	0	0	2	40.0	3	60.0	0	0	3	60.0	2	40.0	0	0
PSYCH (Mental Health)	6	3	50.0	2	33.3	1	16.7	2	33.3	3	50.0	1	16.7	0	0	3	100.0	0	0
PHY THER	6	5	100.0	0	0	0	0	4	80.0	1	20.0	0	0	3	60.0	2	40.0	0	0
ELECTR	5	1	20.0	3	60.0	1	20.0	2	40.0	3	60.0	0	0	0	0	0	0	0	0
CONSTR	1	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0	0	0	0	0
FOOD SER (Dietetic)	2	1	50.0	1	50.0	0	0	1	50.0	1	50.0	0	0	1	100.0	0	0	0	0
OCEANOG	0																		
URBAN DEV	1	1	100.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GOV SERV	1	0	0	1	100.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E CHILD	2	0	0	1	50.0	1	50.0	1	50.0	0	0	1	50.0	0	0	0	0	1	100.0
SPEC ED	1	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0	0	0	0	0
LAW ENF (Pub. Safety)	13	0	0	6	54.5	5	45.5	4	40.0	6	60.0	0	0	2	50.0	2	50.0	0	0
RECR	0																		
HUM SERV	7	1	16.7	4	66.7	1	16.7	4	57.1	3	42.9	0	0	1	33.3	2	66.7	0	0
FIRE SCI	6	0	0	0	0	6	100.0	3	50.0	3	50.0	0	0	3	50.0	3	50.0	0	0
LEGAL A	1	0	0	1	100.0	0	0	1	100.0	0	0	0	0	0	0	0	0	0	0
GERONT	3	0	0	2	100.0	0	0	1	50.0	1	50.0	0	0	0	0	1	100.0	0	0
B - TOTAL	142	38	29.2	59	45.4	33	25.4	56	43.7	64	50.0	8	6.3	28	32.6	54	62.7	4	4.7

Learning New Techniques

In response to the request for rating employed C.C.B. graduates on their ability to learn new techniques on the job, there were 136 employer respondents out of a total of 142. Ninety-eight percent of the graduates employed were evaluated as being "adequate or more than adequate" while two percent were considered as "inadequate". (Table IV-Section D).

Able to Communicate with Superiors

When asked to rate employed C.C.B. graduates on their ability to communicate with their superiors, employers considered 5 individuals (4%) "inadequate" and 127 persons (96%) as "adequate or more than adequate". (Table IV - Section E).

Works Well with Other Workers

Rating the ability of C.C.B. employed graduates to work well with other workers produced 134 responses from employers. Over 96% of the employees were graded as "adequate or more than adequate" while less than 4% (5 persons) were graded as being "inadequate". (Table IV - Section F).

Technical Knowledge

Employers of 1978 C.C.B. graduates generally gave high ratings to the vocational training of their employees in the area of technical knowledge. One hundred and four of the 131 respondents (79%) rated this area as "good or very good". Only 4 persons (3%) were graded "poor" while 23 persons (18%) were marked "neutral". Of the 4 persons receiving a "poor" rating, two were in the curriculum of General Studies and no specific technical knowledge was part of the program. The other two represent the Dental Hygiene program (one of five persons) and Fire Science Technology (one of six persons). (See Table V - Section A).

Work Attitude

A positive evaluation for work attitude was reported for 88% of the employed graduates. Ten and a half percent of the graduates were rated "neutral" and only 1.5% (2 persons) were given a negative evaluation. (Table V - Section B).

Work Quality

With 135 of the 142 employers responding, 89% of the employed C.C.B. graduates were considered to be "good or very good" in work quality. Three individuals (2%) were rated "poor" while 12 persons (9%) were rated "neutral". (Table V - Section C).

Overall Rating of Vocational Training

One hundred thirty-two responses were received for rating the overall vocational training of the employed C.C.B. graduates in relation to the requirements of his/her job.

TABLE IV - PAGE 2

JOB REQUIREMENTS AND SPECIFIC PROFESSIONAL COMPETENCIES

CURRICULUM (1)	Employer Responses	SECTION D Learned New Techniques: More Than Adequate #	%	Adequate #	%	Inadequate #	%	SECTION E Able To Communicate With Superiors: More Than Adequate #	%	Adequate #	%	Inadequate #	%	SECTION F Works Well With Other Workers: More Than Adequate #	%	Adequate #	%	Inadequate #	%
ARTS & SCI (2)	4	1	25.0	3	75.0	0	0	1	25.0	3	75.0	0	0	2	50.0	2	50.0	0	0
BIO & PHYS (3)	0																		
HUM & SOC (4)	1	1	100.0	0	0	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0
GEN STUD	19	7	38.9	10	55.6	1	5.6	4	22.2	13	72.2	1	5.6	6	31.6	12	63.2	1	5.3
T EDUC	2	1	50.0	1	50.0	0	0	0	0	2	100.0	0	0	1	50.0	1	50.0	0	0
BUS AD	2	1	50.0	1	50.0	0	0	1	50.0	1	50.0	0	0	1	50.0	1	50.0	0	0
ACCTG	2	1	50.0	1	50.0	0	0	1	50.0	0	0	1	50.0	1	50.0	1	50.0	0	0
BANKING	1	1	100.0	0	0	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0
BUSINESS	16	9	60.0	6	40.0	0	0	12	80.0	3	20.0	0	0	11	73.3	4	26.7	0	0
SECR SCI	2	1	50.0	1	50.0	0	0	0	0	2	100.0	0	0	2	100.0	0	0	0	0
COMP PRO	3	1	33.3	2	66.7	0	0	1	33.3	2	66.7	0	0	1	33.3	2	66.7	0	0
DEN ASST	1	1	100.0	0	0	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0
DEN HYG	5	3	60.0	2	40.0	0	0	4	80.0	1	20.0	0	0	4	80.0	1	20.0	0	0
DEN LAB	4	3	75.0	1	25.0	0	0	2	50.0	2	50.0	0	0	2	50.0	1	25.0	1	25.
NURSING	11	6	66.7	2	22.2	1	11.1	5	55.6	3	33.3	1	11.1	6	66.7	2	22.2	1	11.
OCC THER	4	4	100.0	0	0	0	0	1	25.0	3	75.0	0	0	3	75.0	1	25.0	0	0
SURG	1	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0	0	0	1	100.
MED REC	3	1	33.3	2	66.7	0	0	1	33.3	2	66.7	0	0	0	0	3	100.0	0	0
INH THER	5	4	80.0	1	20.0			3	75.0	1	25.0	0	0	4	80.0	1	20.0	0	0
PSYCH (Mental Health)	6	2	33.3	4	66.7	0	0	3	50.0	2	33.3	1	16.7	3	50.0	3	50.0	0	0
PHY THER	6	5	100.0	0	0	0	0	3	60.0	2	40.0	0	0	3	60.0	2	40.0	0	0
ELECTR	5	2	40.0	3	60.0	0	0	1	20.0	4	80.0	0	0	3	60.0	2	40.0	0	0
CONSTR	1	1	100.0	0	0	0	0	0	0	1	100.0	0	0	1	100.0	0	0	0	0
FOOD SER (Dietetic)	2	2	100.0	0	0	0	0	2	100.0	0	0	0	0	1	50.0	1	50.0	0	0
OCEANOG	0																		
URBAN DEV	1	0	0	1	100.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GOV SERV	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E CHILD	2	1	50.0	1	50.0	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0
SPEC ED	1	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0	1	100.0	0	0
LAW ENF (Pub. Safety)	13	7	53.8	6	46.2	0	0	9	69.2	4	30.8	0	0	11	84.6	1	7.7	1	7.
RECR	0																		
HUM SERV	7	5	71.4	2	28.6	0	0	6	85.7	1	14.3	0	0	6	85.7	1	14.3	0	0
FIRE SCI	6	5	83.3	1	16.7	0	0	4	66.7	2	33.3	0	0	5	83.3	1	16.7	0	0
LEGAL A	1	1	100.0	0	0	0	0	1	100.0	0	0	0	0	1	100.0	0	0	0	0
GERONT	3	0	0	2	66.7	1	33.3	0	0	2	66.7	1	38.3	0	0	3	100.0	0	0
B - TOTAL	142	77	57.1	55	40.7	3	2.2	69	52.6	58	43.6	5	3.8	82	61.5	47	34.8	5	3.

TABLE V

TECHNICAL KNOWLEDGE AND WORK CHARACTERISTICS

CURRICULUM (1)	Employer Responses #	SECTION A Technical Knowledge: Poor #	Poor %	Neutral #	Neutral %	Good #	Good %	Very Good #	Very Good %	SECTION B Work Knowledge: Poor #	Poor %	Neutral #	Neutral %	Good #	Good %	Very Good #	Very Good %	SECTION C Work Quality: Poor #	Poor %	Neutral #	Neutral %	Good #	Good %	Very Good #	Very Good %
ARTS & SCI (2)	4	0	0	0	0	1	50	1	50	0	0	0	0	3	75	1	25	0	0	0	0	3	75	1	25
BIO & PHYS (3)	0																								
HUM & SOC (4)	1	0	0	0	0	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0	0	0	1	100
GEN STUD	19	2	10.5	2	10.5	8	42.1	7	36.8	0	0	3	16.6	9	50	6	33.3	1	5.6	2	11.1	9	50	6	33.3
T EDUC	2	0	0	1	100	0	0	0	0	0	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0
BUS AD	2	0	0	0	0	1	50	1	50	0	0	0	0	0	0	2	100	0	0	0	0	1	50	1	50
ACCTG	2	0	0	1	50	0	0	1	50	0	0	1	50	0	0	1	50	0	0	1	50	0	0	1	50
BANKING	1	0	0	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0	0	0	0	0	1	100
BUSINESS	16	0	0	3	20	4	26.7	8	53.3	0	0	3	18.8	3	18.8	10	62.5	0	0	2	12.5	6	37.5	8	50
SECR SCI	2	0	0	0	0	2	100	0	0	0	0	0	0	1	50	1	50	0	0	0	0	1	50	1	50
COMP PRO	3	0	0	0	0	2	66.7	1	33.3	0	0	0	0	1	33.3	2	66.7	0	0	0	0	2	66.7	1	33.3
DEN ASST	1	0	0	0	0	1	100	0	0	0	0	0	0	0	0	1	100	0	0	0	0	0	0	1	100
DEN HYG	5	1	20	0	0	2	40	2	40	0	0	0	0	3	60	2	40	0	0	0	0	3	60	2	40
DEN LAB	4	0	0	0	0	3	75	1	25	0	0	1	25	1	25	2	50	0	0	0	0	4	100	0	0
NURSING	11	0	0	3	33.3	3	33.3	3	33.3	1	11.1	0	0	3	33.3	5	55.5	0	0	1	11.1	3	33.3	5	55.5
OCC THER	4	0	0	1	25	2	50	1	25	0	0	0	0	1	25	3	75	0	0	0	0	0	0	4	100
SURG	1	0	0	0	0	0	0	1	100	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0
MED REC	3	0	0	0	0	0	0	3	100	0	0	0	0	2	66.7	1	33.3	0	0	0	0	2	66.7	1	33.3
INH THER	5	0	0	0	0	3	60	2	40	0	0	1	20	2	40	2	40	0	0	0	0	3	60	2	40
PSYCH (Mental Health)	6	0	0	1	16.7	3	50	2	33.3	0	0	1	16.7	2	33.3	3	50	1	16.7	1	16.7	2	33.3	2	33.3
PHY THER	6	0	0	0	0	1	20	4	80	0	0	0	0	1	20	4	80	0	0	0	0	1	20	4	80
ELECTR	5	0	0	1	20	2	40	2	40	0	0	0	0	2	40	3	60	0	0	1	20	3	60	1	20
CONSTR	1	0	0	0	0	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0	0	0	1	100
FOOD SER (Dietetic)	2	0	0	0	0	0	0	2	100	0	0	0	0	0	0	2	100	0	0	0	0	0	0	2	100
OCEANOG	0																								
URBAN DEV	1	0	0	1	100	0	0	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	00	0	0
GOV SERV	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E CHILD	2	0	0	1	50	1	50	0	0	0	0	1	50	0	0	1	50	0	0	1	50	0	0	1	50
SPEC ED	1	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0
LAW ENF (Pub. Safety)	13	0	0	5	41.7	3	25	4	33.3	0	0	1	8.3	4	33.3	7	58.3	0	0	1	7.7	6	46.2	6	46.2
RECR	0																								
HUM SERV	7	0	0	2	33.3	2	33.3	2	33.3	0	0	0	0	3	42.9	4	57.1	0	0	0	0	4	57.1	3	42.9
FIRE SCI	6	1	16.7	0	0	2	33.3	3	50	0	0	0	0	1	16.7	5	83.3	0	0	0	0	1	16.7	5	83.3
LEGAL A	1	0	0	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0	0	0	1	100	5	0
GERONT	3	0	0	0	0	1	33.3	2	66.7	0	0	0	0	2	66.7	1	33.3	0	0	0	0	2	66.7	1	33.3
B - TOTAL	142	4	3.1	23	17.6	49	37.4	55	42.	2	1.5	14	10.5	46	34.3	72	53.7	3	2.2	12	8.9	58	43.	62	45.9

A positive rating, "good or very good", was given to 106 persons (80.3%), a "neutral" rating was assigned to 22 persons (16.6%), and a negative rating "poor or very poor", was given to 4 graduates (3.1%). (Table VI - Section A). All C.C.B. graduate employees from the following curricula were rated "good or very good": Arts and Sciences, Humanities and Social Sciences, Teacher Education. Business Administration, Banking and Finance, Computer Programming, Secretarial Science, Dental Assisting, Occupational Therapy, Operating Room Technician, Medical Records, Respiratory Therapy, Physical Therapy, Construction Technology, Food Service (Dietetic), Fire Science Technology, and Legal Assistant. The first four curricula are transfer oriented. It appears that the vocational training in these curricula is adequate for employment as well as transfer.

Comparison of Preparation of C.C.B. Graduate Employees With Other Employees in His/Her Work Group

Only 64% of the 142 respondents replied to the survey item requesting the employer to rate the C.C.B. graduate employee's vocational training preparation in relation to other employees in his/her work group who did not receive such training. Eighty percent of those responding rated C.C.B. graduates as "better" prepared than other employees without comparable training. Thirteen percent reported that both groups of employees were equally prepared and less than 7% of the respondents indicated that the C.C.B. graduate was less well prepared than his/her co-worker. (Table VI - Section B). Respondents representing 14 curricula indicated that all C.C.B. graduate employees were "better" prepared than others employed in the job. The curricula are as follows: - Teacher Education, Business Administration, Banking and Finance, Secretarial Science, Computer Programming, Dental Laboratory Technology, Occupational Therapy Assistant, Operating Room Technician, Medical Records Technology, Respiratory Technology, Physical Therapy Assistant, Construction Technology, Food Service Technology, and Fire Science Technology.

Would You Employ Other C.C.B. Graduates in the Same Area?

Over 94% of the respondents to the question of employing another C.C.B. graduate in the same area as their current employee reported in the affirmative. Only 7 employers (5.6%) replied that they would not hire another C.C.B. graduate. The negative responses were in the following curricula: General Studies - 2 of 20; Accounting - 1 of 2, Mental Health - 1 of 6, Physical Therapy - 1 of 5, Fire Science Technology - 1 of 4, and Gerontology - 1 of 1. (Table VI - Section C).

OPEN-ENDED QUESTIONS

The following are two open-ended items which appear on the survey questionnaire as items "F" and "G". They are not presented in tabular form but the results are recorded by curriculum in Appendix D and Appendix E respectively.

Additional Skills or Areas of Knowledge Employers Feel C.C.B. Graduates They Employ Should Have

Employers were asked to specify any additional skills or areas of knowledge that they felt an Associate in Arts or Certificate graduate whom they would employ should have.

TABLE VI

OVERALL RATING AND COMPARISON OF EMPLOYEES

CURRICULUM (1)	Employer Responses #	SECTION A: Overall Rating Of Vocational Training — Very Poor #	Very Poor %	Poor #	Poor %	Neutral #	Neutral %	Good #	Good %	Very Good #	Very Good %	SECTION B: Comparison Of Preparation Of CCB Graduate Versus Other Employees — Better Prepared #	Better Prepared %	Both Same #	Both Same %	Less Prepared #	Less Prepared %	SECTION C: Would Employ Other CCB Grads In Same Area — Yes #	Yes %	No #	No %
ARTS & SCI (2)	4	0	0	0	0	0	0	3	75.0	1	25.0	0	0	1	50.0	1	50.0	4	100.0	0	0
BIO & PHYS (3)	0																				
HUM & SOC (4)	1	0	0	0	0	0	0	0	0	1	100.0	0	0	0	0	0	0	1	100.0	0	0
GEN STUD	19	1	6.2	1	6.2	2	12.5	9	55.3	3	18.8	8	66.7	3	25.0	1	8.0	15	88.2	2	11.8
T EDUC	2	0	0	0	0	0	0	1	100.0	0	0	1	100.0	0	0	0	0	2	100.0	0	0
BUS AD	2	0	0	0	0	0	0	1	50.0	1	50.0	2	100.0	0	0	0	0	2	100.0	0	0
ACCTG	2	0	0	0	0	1	50.0	0	0	1	50.0	0	0	0	0	0	0	1	50.0	1	50.0
BANKING	1	0	0	0	0	0	0	0	0	1	100.0	1	100.0	0	0	0	0	1	100.0	0	0
BUSINESS	16	0	0	0	0	3	18.7	5	31.3	8	50.0	0	0	0	0	0	0	13	100.0	0	0
SECR SCI	2	0	0	0	0	0	0	2	100.0	0	0	1	100.0	0	0	0	0	2	100.0	0	0
COMP PRO	3	0	0	0	0	0	0	2	66.7	1	33.3	3	100.0	0	0	0	0	3	100.0	0	0
DEN ASST	1	0	0	0	0	0	0	1	100.0	0	0	0	0	1	100.0	0	0	1	100.0	0	0
DEN HYG	5	0	0	0	0	1	20.0	2	40.0	2	40.0	1	50.0	1	50.0	0	0	5	100.0	0	0
DEN LAB	4	0	0	0	0	2	50.0	2	50.0	0	0	4	100.0	0	0	0	0	4	100.0	0	0
NURSING	11	0	0	1	14.3	3	42.9	3	42.9	2	25.0	2	40.0	2	40.0	1	20.0	5	100.0	0	0
OCC THER	4	0	0	0	0	1	25.0	1	25.0	2	50.0	2	100.0	0	0	0	0	4	100.0	0	0
SURG	1	0	0	0	0	0	0	0	0	1	100.0	1	100.0	0	0	0	0	1	100.0	0	0
MED REC	3	0	0	0	0	0	0	2	100.0	0	0	1	100.0	0	0	0	0	3	100.0	0	0
INH THER	5	0	0	0	0	0	0	3	60.0	2	40.0	5	100.0	0	0	0	0	5	100.0	0	0
PSYCH (Mental Health)	6	0	0	0	0	2	40.0	2	40.0	1	20.0	5	83.3	0	0	1	16.7	5	83.3	1	16.7
PHY THER	6	0	0	0	0	0	0	1	20.0	4	80.0	2	100.0	0	0	0	0	4	80.0	1	20.0
ELECTR	5	0	0	0	0	1	20.0	2	40.0	2	40.0	3	75.0	1	25.0	0	0	5	100.0	0	0
CONSTR	1	0	0	0	0	0	0	0	0	1	100.0	1	100.0	0	0	0	0	1	100.0	0	0
FOOD SER (Dietetic)	2	0	0	0	0	0	0	0	0	2	100.0	1	100.0	0	0	0	0	2	100.0	0	0
OCEANOG	0																				
URBAN DEV	1	0	0	1	100.0	0	0	0	0	0	0	0	0	0	0	0	0	1	100.0	0	0
GOV SERV	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100.0	0	0
E CHILD	2	0	0	0	0	1	50.0	0	0	1	50.0	1	50.0	0	0	1	50.0	1	100.0	0	0
SPEC ED	1	0	0	0	0	1	100.0	0	0	0	0	0	0	1	100.0	0	0	0	0	0	0
LAW ENF (Pub. Safety)	13	0	0	0	0	2	15.4	4	30.8	7	53.8	10	90.0	1	10.0	0	0	12	100.0	0	0
RECR	0																				
HUM SERV	7	0	0	0	0	1	14.3	4	57.1	2	28.6	3	75.0	1	25.0	0	0	7	100.0	0	0
FIRE SCI	6	0	0	0	0	0	0	2	33.3	4	66.7	4	100.0	0	0	0	0	3	75.0	1	25.0
LEGAL A	1	0	0	0	0	0	0	1	100.0	0	0	0	0	0	0	0	0	1	100.0	0	0
GERONT	3	0	0	0	0	1	33.3	1	33.3	1	33.3	0	0	0	0	1	100.0	0	0	1	33.3
B - TOTAL	142	1	.8	3	2.3	22	16.6	54	40.9	52	39.4	73	80.2	12	13.2	6	6.6	119	94.4	7	5.6

Additional Comments

In this open-ended item, employers were requested to provide any additional comments they cared to offer.

Willingness to Share Expertise

Respondent employers were asked if they were willing to share their expertise with the college faculty if further evaluation of the college programs was needed. Of the 130 employers who replied, 85% reported that they would be willing to share their expertise. Willing employers are indicated in the alphabetical listing in Appendix F with *.

COMPARISON OF C.C.B. AND STATEWIDE SURVEY RESULTS

Two computer runs were generated by the Maryland State Board for Community Colleges from the results of the Employer Survey. The first tabulation was limited only to the career programs at the various Maryland public community colleges but the second tabulation included the graduates of both the career and transfer curricula. The latter report was generated only for this College. Cross-tabulations by curriculum of instruction of the specific survey items for C.C.B. employed graduates were available for all programs of the College, both career and transfer. For purposes of comparison with the other Maryland public community colleges however, it will be necessary to limit the study to career programs only. Those data will be the basis for the comparisons in selected items now to be reviewed.

Employer responses for 1978 C.C.B. graduates numbered 110 and those for graduates of all public community colleges in Maryland totaled 765.

Demographic Characteristics

Race

At C.C.B., the number of black employed graduates comprised 57.5% of the total as compared with 11.7% for the statewide total. The percentage of white employed graduates at C.C.B. was less than half (39.5%) of the percentage (85.1%) for the statewide total.

Sex

C.C.B.'s employed graduate respondents were almost equally divided by sex. However, statewide the sex balance was about two-fifths male to three-fifths female.

TABLE VII

EMPLOYED GRADUATE RESPONDENTS

Demographic Characteristics - C.C.B. and Statewide

RACE:	C.C.B. %	Statewide %
Black	57.5	11.7
White	39.6	85.1
Other	2.9	3.2
	100.0	100.0

SEX:	C.C.B. %	Statewide %
Male	48.2	38.6
Female	51.8	61.4
	100.0	100.0

A.A. Degree Required

When employers of C.C.B. graduates and those of all Maryland public community colleges were asked if an Associate in Arts degree was required or if preference was given to such employees, the responses were similar for both groups. More employers of C.C.B.'s graduates gave preference to degree recipients than did employers in general.

TABLE VIII

Comparison Of Employers Who Require An A.A. Degree

	% C.C.B.	% Statewide
Yes	31.7	31.6
Preverence Given	43.5	37.6
No Preference	24.8	30.8
	100.0	100.0

Technical Knowledge

C.C.B.'s employed graduates compared favorably with statewide graduates when rated by their employers on technical knowledge resulting from their training. At the highest rating level, "very good", C.C.B. graduates received greater response than statewide graduates by six percentage points. Eighty percent of C.C.B. career program graduates received a rating of at least "good" ("good or very good") compared with 84% statewide.

TABLE IX

Comparison Of Ratings Of Technical Knowledge

	% C.C.B.	% Statewide
Poor	1.9	2.3
Neutral	18.4	13.9
Good	36.0	46.2
Very Good	43.7	37.6
	100.0	100.0

Overall Rating of Training

Eighty percent of the employers of C.C.B. career program graduates and 86 percent of the employers statewide responded "good or very good" to the question regarding their overall rating of the vocational training received by their employees as it related to the requirements of his/her job.

TABLE X

Comparison Of Overall Rating Of Vocational Training

	% C.C.B.	% Statewide
Poor	1.9	2.6
Neutral	18.3	11.4
Good	37.5	47.1
Very Good	42.3	38.9
	100.0	100.0

Rating Of Preparation Of Community College Graduates and Other Employees In The Same Jobs

Sixty-five percent of C.C.B.'s career program graduates' employers and seventy percent of the statewide career program graduate's employers replied to the question asking them to rate the vocational preparation of the college graduate employee in relation to the other employees in his/her work group. A considerably higher percentage of C.C.B. graduates (83%) were rated as being "better prepared" than other co-workers than was reported statewide (70%). Likewise, in the level marked "less prepared", C.C.B. graduates accounted for a lower percentage than the statewide group.

TABLE XI

A Comparison Of The Preparation Of Graduates With That Of Co-Workers

	% C.C.B.	% Statewide
Better Prepared	83.1	69.6
Both the Same	11.3	21.8
Less Prepared	5.6	8.6
	100.0	100.0

Would Employ Another Graduate

Employers of community college career program graduates overwhelmingly affirmed that they would hire another graduate as the one currently employed if they had the need (95% of C.C.B. employers and 97% statewide).

MARYLAND COMMUNITY COLLEGES

EMPLOYER QUESTIONNAIRE

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please return it is the envelope provided. Thank you for your assistance.

* * _____
Name of Graduate

* * _____
Graduate's Job Title

A. For the job held by the community college graduate you supervise, is a two-year associate degree required? (Check one)

_____ 1. Yes, at least an associate degree is required
_____ 2. No, but preference is given to holders of an associate degree
_____ 3. No, and no preference is given

B. Based on your own experience of supervising a community college graduate, please indicate how adequately you feel the college prepared him/her in each of the areas listed below. (Check appropriate response)

	More Than Adequate 1	Adequate 2	Inadequate 3	Not Observed Or Not Applicable 4
Performance of job skills from beginning of employment	_____	_____	_____	_____
Familiarity with any test or laboratory equipment required by this job from the beginning of employment	_____	_____	_____	_____
Ability to learn new techniques on the job	_____	_____	_____	_____
Ability to communicate with superiors	_____	_____	_____	_____
Ability to work well with other workers	_____	_____	_____	_____

(Over)

C. Please rate the vocational training received by the individual in the following areas: (check appropriate response)

		Very Good 5	Good 4	Neutral 3	Poor 2	Very Poor 1
20	Technical knowledge	☐	☐	☐	☐	☐
21	Work attitude	☐	☐	☐	☐	☐
22	Work quality	☐	☐	☐	☐	☐
23	What is your overall rating of the vocational training received by this individual as it relates to the requirements of his/her job?	☐	☐	☐	☐	☐

D. As a result of this person's vocational training, how would you rate his/her preparation in relation to other employees in his/her work group who did not receive such training? (check one)

24
- ☐ 0. No basis for comparison
- ☐ 1. Individual is better prepared
- ☐ 2. Both are about the same
- ☐ 3. Individual is less prepared

E. In general, would you employ another graduate from this community college who has a degree or certificate in the same area as your current employee?

25
- ☐ 1. Yes
- ☐ 2. No Why? _____

F. Please specify any additional skills or areas of knowledge that you feel an Associate in Arts or Certificate graduate you employ should have.

_____

_____

_____

G. Please feel free to add any additional comments.

_____

_____

_____

H. If further evaluation of college programs is needed, would you be willing to share your expertise and be contacted by our faculty?

26 ☐ Yes ☐ No

Supervisor completing this questionnaire:

Name: _____

Title: _____

Company/Organization: _____

City/State/Zip Code: _____

CITY OF BALTIMORE
WILLIAM DONALD SCHAEFER, Mayor

COMMUNITY COLLEGE OF BALTIMORE
DR. RAFAEL L. CORTADA, President
2901 Liberty Heights Avenue, Baltimore, Maryland 21215

Spring, 1979

Dear Employer:

One of the major objectives of a community college is to prepare students to become skilled employees for area businesses, public agencies, and organizations upon graduation. The relevance of the type of education that we provide for students is very important to employers since they demand that college graduates perform jobs well, soon after becoming employed.

The Community College of Baltimore has joined with other community colleges in Maryland and the Maryland State Board for Community Colleges to survey the employers of our graduates. We wish to learn more about the appropriateness of our educational programs in meeting your needs. The colleges are attempting to learn how well they are preparing students to perform the jobs that graduates are hired to do. We do not wish to evaluate our graduates as individuals.

Please take a few minutes of your time to complete the enclosed questionnaire. Your response will help us to evaluate the quality of our educational program. The student named on the questionnaire has given us permission to contact you regarding our training. A self-addressed postage paid envelope is enclosed for you to use in returning your reply.

I wish to thank you in advance for your participation in this survey.

Yours truly,

Rafael L. Cortada

Rafael L. Cortada, Ph.D.
President

RLC/sep
enclosures

America's Best
BALTIMOR
All America City '76

CITY OF BALTIMORE
WILLIAM DONALD SCHAEFER, Mayor

COMMUNITY COLLEGE OF BALTIMORE
DR. RAFAEL L. CORTADA, President
2901 Liberty Heights Avenue, Baltimore, Maryland 21215

Spring, 1979

SECOND REQUEST

Dear Employer:

One of the major objectives of a community college is to prepare students to become skilled employees for area businesses, public agencies, and organizations upon graduation. The relevance of the type of education that we provide for students is very important to employers since they demand that college graduates perform jobs well, soon after becoming employed.

The Community College of Baltimore has joined with other community colleges in Maryland and the Maryland State Board for Community Colleges to survey the employers of our graduates. We wish to learn more about the appropriateness of our educational programs in meeting your needs. The colleges are attempting to learn how well they are preparing students to perform the jobs that graduates are hired to do. We do not wish to evaluate our graduates as individuals.

Please take a few minutes of your time to complete the enclosed questionnaire. Your response will help us to evaluate the quality of our educational program. The student named on the questionnaire has given us permission to contact you regarding our training. A self-addressed postage paid envelope is enclosed for you to use in returning your reply.

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Yours truly,

Rafael L. Cortada

Rafael L. Cortada, Ph.D.
President

RLC/sep
enclosures

America's Bes
BALTIMOI
All America City

APPENDIX D

Open-Ended Comment Responses To Question F:

"Please specify any additional skills or areas of knowledge that you feel an Associate in Arts or Certificate graduate you employ should have."

Comment Responses To Question F In The Study

The following are the open-ended comment responses to Question F of the 1978 Employer Follow-Up Study of the Community College of Baltimore:

General Studies

- A course in Interpersonal Relations or Human Relations to work with a variety of Supervisors.

Teacher Education

- Classroom management, involvement with lesson plans, training in the use of audio-visual aids, a course in reading methods.

- Human relations, communications, work ethics.

Business Administration

- A willingness to understand that hard work, not cleverness, is the secret of success!

Business

- Personnel problem solving, exposure to situations occurring in past with panel discussion for best way to deal with situation, and management's final effective results.

- More accounting.

-----should be in supervision or management.

- Course appears adequate.

- Most large employers are using some type of Word Processing equipment to handle typing workloads. Most of the training is on the job. Additional schooling in this area would be helpful.

- I feel students should have a better knowledge of the job market and what is expected of them, such as workmanship, positive attitude toward work, tardiness, etc.

Dental Hygiene

- It would be helpful if the hygienist either have been a dental assistant first or at least have exposure to general dentistry. Two year hygienists seem to be rather ignorant about restorative dentistry. Perhaps a block assignment of two to three months working as a D.A. in either a clinic or private office would enrichen their training.

Comment Responses To Question F In The Study

Dental Hygiene

-----had very little knowledge of basic dental procedures and specialties within the field. Perhaps a general overview of subjects such as C & B, prosthetics, endodonture, etc. should be presented to the students in addition to their training in hygiene.

Dental Lab Technology

- A better quality of work should be stressed - not mass production.

- More practical training to be performed by the student at the same time the theory is being given.

Nursing

- Generally, all graduates of any program need more technical skills, they need to learn how to take care of 5 to 6 patients rather than the 1 to 2 most students take care of.

- Needs more theoretical background.

- Please insure that supervisory skills are at least introduced into the students' curriculum.

- More technical experience, more patient care, more exposure to ICU/CCU patients.

- P.O.R. - charting (soap notes). Primary nursing - assessment skills. (Lung sounds, etc.)

- I think stress should be placed on how to assess the total patient and needs of him/her, communication with staff and other members of health team to provide total patient care.

- More emphasis on clinical skills.

Occupational Therapy Assistant

- Additional skills and knowledge in the areas of pediatrics, gross motor evaluations, and therapeutic exercise would improve effectiveness.

Surgical

- They need to be more aware of the climate of the O.R. It is a patient care area just as the halls and the behavior should be just as professional.

Medical Records Technology

- More communication skills.

- Strengthen basic Medical Terminology, with particular emphasis on Diagnosis and Operative Procedures as they actually appear on a medical record. Increase emphasis on the impact external agencies have on the Medical Record Department, ex: JCAH, Cost Review Co-mission, Federal and State requirements.

Comment Responses To Question F In The Study

Medical Records Technology

- Since so many hospital require Quality Assurance to meet professional standards, the exposure to Audit and Utilization Review techniques should be greatly expanded.

Inhalation Therapy

- More clinical experience in pulmonary management. Graduates in general have adequate knowledge in this area but lack practical experience to apply such knowledge. This individual, however, is better than average in this area.

- Clinical application of Pulmonary Management.

Psychology (Mental Health)

- Greater understanding of group process, higher level of counselling skills attainment, less rigidity in therapeutic approach.

Physical Therapy Assistant

- Understanding of manual muscle testing, understanding of facilitation techniques, understanding of pharmaceuticals.

- More specific expertise in dealing with handicapped children.

Electronics

- Interviewing techniques.

- They should emphasize more "hands on" experience in their training.

Construction

- Communication skills are particularly important in this job, also human relations skills.

Food Services (Dietetic)

- This employee was well prepared.

- More personnel management.

Early Childhood

-----does not have experience in classroom management, parent communication, staff communication or open classroom concept teaching.

Special Education

- Individual must have positive attitude and approach toward the clients, must have high frustration tolerance level, must have good, practical working skills in Behavior Modification, must believe that these clients will make progress in acquiring new skills.

Law Enforcement (Public Safety)

- Emphasis on English skills.

- The skills of the 3 Rs are very helpful in this position.

Human Services

- Good writing skills are essential. She has improved in this area during her employment.

Fire Science Technology

- I think the employer (Balto. City) should give more consideration for use of personnel with Associate in Arts Degree, for promotion and public relations work.

Gerontology

- A basic course in "Supervision" would be helpful. An individual with an A.A. may be considered for certain supervisory positions.

- Public Health/Community Health to broaden professional background.

APPENDIX E

Open-Ended Comment Responses To Question G:

"Please feel free to add any additional comments."

Comment Responses To Question G In The Study

The following are the open-ended comment responses to Question G of the 1978 Employer Follow-Up Study of the Community College of Baltimore:

Arts & Sciences

-----Is an unusually good worker and a poised young lady.

General Studies

-----has continuously shown a positive attitude toward his job and a willingness to learn, he has been quite dependable.

Teacher Education

- A course in how to handle the disruptive student.

Business Administration

- I do not feel that any college should assume that because one obtained a degree from them that this was the reason they received the job. A degree means you are educated. It does not make you smart, motivate you, or a good worker.

Business

-----has been recommended for the pre-supervisory training program and will begin 16 weeks of extensive training in the fall of this year.

- The way she took over her responsibilities, learning more about our business on her own, is truly indicative of the outstanding program that the Community College of Baltimore has for its students.

Computer Programming

- -----Is a well-rounded individual.

Dental Hygiene

-----Is employed by me as a full-time Dental Hygienist-Assistant. I am very pleased with her performance.

Nursing

-----has served as an LPN on this area, therefore her experience in this role more than prepared her to assume the role of GN.

- Part B may be based on employee's personality more than a reflection of educational training.

- I feel that ----- 's above average performance as an R.N. is due more to her nine years experience as an L.P.N. than to her preparation by C.C.B.

Comment Responses To Question G In The Study

Nursing

-----has not received her degree. She has been employed part-time as a nursing assistant. I am not able to evaluate her as a graduate of your school. She has performed well as a nursing assistant.

- By his own interest and willingness to participate in all phases of Nursing activities, he has gained much in self-confidence and proficiency. Because of this, we feel ----- is an exception.

-----had previous training in Nursing, was a L.P.N.

- Needs to have exposure and work weekends, holidays, evenings and nights.

-----was a LPN for a number of years. I expect that this is one of the reasons she is such an excellent nurse plus she is extremely open for learning. I promoted her 6 months after she passed State Boards to a Primary Nurse.

- I did not observe the first six months of this employee's work. I have been pleased with her since last November however.

-----'s ability to function in her position upon graduation was average or slightly below average of most new nursing graduates. Unfortunately, most nursing graduates are not able to function in a role of a R.N. in an acute hospital setting. That is why most hospitals are not finding it necessary to have nursing internship programs. After 3 months of an internship program with its emphasis on clinical skills, ----- is doing excellent. She is an intelligent, hard-working individual and will be a definite asset to the nursing profession.

Occupational Therapy Assistant

- I have employed COTAs from both associate and 9 month programs. Much, of course, depends on the individual, but I have been and am very pleased with the quality of your associate degree graduate.

- I've heard that the COTA program at CCB is being phased out. I find this very regretful. I feel the program warrants continuation because job potential is excellent, much needed role in present and future health care delivery.

Surgery

- This candidate is one of three we have received from CCB and her work attitude is poor - the other two have been excellent.

Inhalation Therapy

-----exhibits an attitude and aggressiveness not found in other CCB students. Evaluation of CCB contribution to his overall preparation is therefore difficult.

Comment Responses To Question G In The Study

Inhalation Therapy

- I am very pleased to have the above-named individual on my staff.

- More clinical exposure to ventilator patients would be helpful.

Psychology (Mental Health)

- C.C.B. graduates seem to have a "know-it-all" attitude because they have an A.A. degree, when in reality this is a minimal entry qualification. Experience, "mellowing," and flexibility, plus an openness and willingness to learn are vastly more important.

Physical Therapy Assistant

- Many of the graduates I employ come out of the program with an embittered attitude. It seems that the P.T. Assistant program is not supportive of their students and is almost eager to encourage dropouts.

- I feel both training and teaching of professional ethics are high points of CCB's program with P.T.A.s.

- P.T.A. needs to relate better to P.T., they complete with therapists and have problems relating with therapists.

Construction

- Although much of the job done by ----- is technical in nature involving skills such as drafting and engineering design, the Certificate will certainly add to his confidence, ability to communicate, and maturity.

Food Services (Dietetic)

- Just must add the Community College of Baltimore should be very proud of graduates such as -----.

Urban Development

- The training received by the graduate is almost irrelevant. The work performance, job attitude, etc. are the determining factors and I have not seen how schooling has effected these.

Comment Responses To Question G In The Study

Government Services

-----has been in our employ for over 10 years. She is a person who had outstanding work and analytical qualities when hired. Because of these attributes, she was advanced to her present position but lacked the formal education to advance further. Her attendance at CCB has provided additional polish and helped prepare her for further advancement. I am unable to determine the degree to which the Community College of Baltimore experience affected sections B, C and D because of ------'s superior work performance before and during her attendance at CCB.

Early Childhood

- I believe that your program was lacking in training in all Early Childhood Curriculum areas including classroom management and lesson planning.

Special Education

----- is average in her acquisition and usage of the skills and attitudes needed.

Law Enforcement (Public Safety)

- While it seems obvious that CCB offers a sound education, other observations suggest that a student need not get it to graduate.

- We do not consider a 2 year associate degree certifies one as a counselor in our program. This is something that constantly disappoints the graduates and personally feel they need to be given a more realistic presentation of their job limitations.

- I find that a person will be more open and truthful in applying their skills as I have found in this employee.

-----has all of the basic training to develop his skills, only job-related experience on the job site will enhance his rating.

Human Services

- It is difficult to assess the preparation ----- had at school because she also had job experience (CETA) prior to her employment with me.

-----functions in the capacity of an administrative secretary, therefore, she assists in the organization and planning of Hospitalwide Educational Activities, and has been very good in coordinating these programs.

Fire Science

- In section "B", the graduate was more than adequately prepared in his field prior to entering the Community College of Baltimore.